



Lesson Delivery Date: ___/___/___
Lesson Delivered By: _____
Initial when complete:
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

LESSON NAME: (What is the name of the activity?) Giving Back	TIME REQUIRED: 30-60 minutes	AGES: All
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.) <ul style="list-style-type: none"> • Literacy • Career Connected Learning 		
STANDARDS ADDRESSED: (Common Core State Standards; National Core Art Standards) <p>Speaking:</p> <ul style="list-style-type: none"> • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?) Youth will be able to: <ul style="list-style-type: none"> • Identify different people/places/things we can give back to. • Discuss the benefits of Service Learning in preparation for their future. • Provide self-care by creating their own bath salts for home. 		
MATERIALS NEEDED: <ul style="list-style-type: none"> • Jars (any size) • Epsom salt • Essential oils (variety) • Food coloring • Ziploc bags • Chart Paper • Markers 	PREPARE AHEAD OF TIME: <ul style="list-style-type: none"> • 	

PART ONE:

SAY: Today we're going to brainstorm ways we can Give Back. Part of giving to others is giving back to ourselves, so we will also a self-care activity.

ASK & CONNECT (prepare opening ideas to connect lesson to youth's prior experience or prior session)

- Discuss: What is service learning?
- Share: **Service** means contributing to or helping to benefit others and the common good. **Learning** means gaining understanding of a subject or skill through study, instruction, or experience. Ask: what does it look like when you combine those two definitions?

PART TWO:

(What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.

1. Staff—around the room place poster paper. On five sheets have the prompts:
 - **Who can we give back to?**
 - **How can we give back?**
 - **What makes you happy?**
 - **What makes others happy?**
 - **How do you think service learning can help you in the future?**
2. Split groups into 5 groups and have each group brain-dump onto to the four different posters. Provide 2-3 minutes and then rotates. Encourage youth IGNORE other answers and just write what they feel (opportunity to notice trends and higher priority).
3. Reconvene and discuss feedback. Staff, attempt to identify patterns, repeat answers. Discuss potential opportunities for service learning. (Staff take notes and adjust accordingly for upcoming activities or do a KIDS CHOICE for later weeks).
4. **Discuss:** benefits of Service Learning to prepare you for your future. Ask: **How do you think service learning can help you in the future?**
 - Gain hands-on experience (possibly leading to an internship or job later)
 - Explore or cement your values and beliefs
 - Have opportunities to act on your values and beliefs
 - Develop critical thinking and problem-solving skills
 - Grow your understanding of diverse cultures and communities
 - Learn more about social issues and their root causes
 - Improve your ability to handle ambiguity and be open to change; become more flexible
 - Develop or enhance your skills, especially in the areas of communication, collaboration, and leadership
 - Test out your skills, interests, and values in a potential career path, or learn more about a field that interests you
 - Connect with professionals and community members who you will learn from
 - Grow a professional network of people you might connect with again later for jobs or internships
 - Satisfy your urge toward public service or civic participation.
5. To wrap up the activity staff say: sometimes the best way we can take care of others is taking care of ourselves first. One way a lot of people take care of themselves is by taking a nice, relaxing bath. Today we are going to make our own BALT SALTS to enjoy at home.

What key skills will I need to be prepared to model or teach?

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ASK DURING (open-ended questions for during activity)

- Embedded.

<p>Bath Salt Instructions:</p> <ul style="list-style-type: none"> • Pour the salt in the bag for each child. • Youth can pour in the desired amount of food coloring and essential oil, reseal the bag. Make sure not TOO much is added, but enough to notice a nice color and obvious fragrance. • Have the kids gently knead the bag until the color is mixed. (Gentle is the key word. If you're mixing a bag too vigorously, and pop a hole in the bag, it will make a pretty big mess. • After the color is evenly distributed, pour the salt into the jars, and seal them up. <p>6. Share and reflect as a group</p>	
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SITE SPECIFIC (complete prior to lesson delivery)

<p>Leadership (How can youth help lead?)</p>	<p>Choices (What content or process choices are there?)</p>	<p>How will I promote exploration?</p> <p>How will I nurture creativity?</p>
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PART THREE:

REFLECT

- What is something you would like to do for Service Learning that can help prepare you for your future?

FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- Conversation: Draw parent’s attention to their youth’s contribution at pick up and explain their child’s positive contributions to the final product or process
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email